DOCUMENT RESUME

ED 260 648 HE 018 637

AUTHOR Jankowski, Theodora A.
TITLE Getting to Know Us: or, the Rewards and Problems of Outreach and Affiliation Programs.
PUB DATE 83
NOTE 18p.; Paper presented to a meeting of the National Association for Women Deans, Administrators, and Counselors (1983).
PUB TYPE Viewpoints (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Students; *Armed Forces; College Programs; Continuing Education; Cooperative Programs; *Extension Education; Government School Relationship; Higher Education; Labor Force Development; Marketing; Military Air Facilities; *Outreach Programs; *School Business Relationship; *School Community Relationship
IDENTIFIERS *Utica College NY

ABSTRACT

Outreach and affiliation efforts undertaken by Utica College, an independently administered branch of Syracuse University, are discussed. The following general guidelines are offered: (1) contract for a specific price for any given offering so that fixed and variable costs will be covered; (2) offer courses that lead to a specific goal such as a degree or certificate; (3) keep administrative costs as low as possible; and (4) be aware of time demands resulting from "red tape," especially in dealing with federal and/or state agencies. An account is provided of Utica College's experience of offering courses at Griffiss Air Force Base, including difficulties with military officials, bad publicity, and excessive administrative costs. Also described is the decision to offer a program in Norwich, NY, a community with no nearby college that wished Utica College to offer a four-year degree program in business administration. Additional outreach efforts involved "canned" seminars and courses offered on the job site during working hours. Different kinds of affiliations engaged in by Utica College are also described. In one type of affiliation, the college used the names of two organizations and obtained their mailing lists to market courses. In another type, association employees took courses at the college and had their tuition covered by the association. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Theodora A. Jankowski

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED260648

"Getting to Know Us: or, the Rewards and Problems of Outreach and Affiliation Programs"

Theodora A. Jankowski

Utica College is a small, independently-administered branch of Syracuse University located about 50 miles east of the main campus. It was founded in 1946, and the Division of Continuing Education was begun six months later. In its early years, due to returning G.I.s obtaining degrees on a part-time basis, the ratio of evening to day students varied from 2 or 3 to 1. Currently, there are approximately 1,500 day students to 900 evening students.

Until 1966, Utica College was the only baccalaureate-granting college in the area, and its regular enrollment in the Division of Continuing Education was sufficient to make it unnecessary to attempt to create outreach markets. Times have changed. The presence of an upper-level branch of the State University of New York in the Utica area and the decrease of traditional markets due to demographics and the economy, have made it necessary for Utica College to do what many other colleges have done or are trying to do--namely, establish other student bodies and other markets. We have done this through various types of outreach and affiliation programs which I will examine in some detail to indicate in what directions programs might be expanded and also to spotlight some pitfalls to be wary of. Basically, the purpose of outreach programs is to gain revenue--either directly, or indirectly as a result of positive publicity generated by the outreach endeavor. Programs that

IHE 01 P 637

do not generate a respectable, steady income--in either dollars or publicity leading to income in other areas--are safer avoided. Also to be avoided are programs that require so much administrative and capital outlay that they eat up all real and perceived profits. What I will discuss are some concrete examples: things we have tried at Utica College and whether or not--and to what degree--they have worked for us. I will try to point out what I think are the intrinsic positives or negatives of the program vs. the positives or negatives for us, so that others might be able to benefit from our mistakes.

Griffiss Air Force Base (GAFB) is a Strategic Air Command base located in Rome, N. Y. about 12 miles from Utica College. Our negotiations for programs at GAFB go back to the summer of 1970 when the Chief of the Employee and Career Development Branch at Griffiss approached the College regarding offering on-base courses. Following meetings in the Spring of 1971, a proposal was made for Utica College to offer three upper-level courses in each of the Fall and Spring semesters beginning in the Fall of 1971. Courses were only to run if the enrollment was 17 per course or above. (Then current Air Force regulations forbade the "purchasing" of courses as such--e.g., guaranteeing a set income--so it was necessary for us to require a specific enrollment to guarantee our "breaking even.") If these courses were successful, we were to explore the possibility of offering courses during five, 8-week terms as opposed to our then regular 16-week terms. By July of 1971, an agreement was made to definitely offer four courses in the Fall of 1971, and Utica College agreed with and satisfied all of the Air Force's requirements regarding credit-granting.

These four courses we offered--all upper-level courses, as requested--enrolled less than a total of 20. In an attempt to show "good faith," Utica College did not cancel all four courses, but persuaded those enrolled in some to change their registration, therefore salvaging two courses, though still with a combined registration of under 20. The President of Utica College requested the Air Force and the Division of Continuing Education to jointly conduct a survey to determine if there was, indeed, a specific demand on base for upper-level courses. The President stated that if the survey was completed prior to the end of November 1971, and if the results indicated such a desire existed, Utica College would offer further courses.

The President's letter was answered by the Base Commander who agreed to co-operate regarding the survey and who stressed, again, those conditions a Utica College program had to fulfill in order to be offered on base--conditins the four courses offered, and our program as a whole, did fulfill. He said that the goal of the Air Force and the Strategic Air Command was to have a baccalaureate program on all of its bases. Other programs at GAFB were more highly enrolled than ours and the Commander indicated that our publicity was at fault:

> a program must be designed to encourage both military and civilian personnel to want to participate. ... Further, your counselors should have something to sell and must put enthusiatic effort into what they are doing if it is to be an academic and financial siccess. The City of Rome and Griffiss AFB have had a dire need for College programs for the last twenty-five years. I believe that there is still a

large opportunity available for promotion of a baccalaureate degree program. We are prepared to help if your college is prepared to offer a permanent progra[illegible]n Rome. If you are unable to offer this service, please let us know so that we can develop other alternatives.

The attitude of this particular Commander, which, as will become obvious, is not typical of all GAFB Commanders, is unfortunately quite prevalent among certain segments of the military. It is the attitude that every college, no matter how large or how small, has the resources to install a full-fledged degree-granting program on a military base virtually immediately. The person with this attitude has no conception of the time, energy, person-power, or money it takes to put a program together and is also unwilling to take financial responsibility for its lack of success. In fact, as the Commander's letter testifies, there no reson for lack of success beyond the College's lack of publicity or failure to put together an "attractive" product. Utica College, which grants a Syracuse University Degree, has been a successful institution since its founding. While there are certainly various methods of marketing, what we have to market is, basically, quite sound.Thus, the first obstacle to successful outreach programs on military bases can be the personnel you have to deal with there and their often totally unreasonable demands. Whether one offers or does not offer at a Base often depends on the whim of just one man.

In the Spring of 1971, we offered six courses in a variety of areas at the junior and senior level with advising and registration on base. This endeavor was not very successful and we did not act on another re-

quest in the Fall of 1973 to offer advanced level courses in all areas on Base.

In October of 1976, the College was asked to submit a bid for a contract for lower-level technical courses and upper-level management courses--all credit-bearing. Between then and early 1977, the new Base Education Officer kept making noises as though he was interested in discussing possible opportunities with us and yet refusing to be pinned down regarding a meeting time. We kept trying to figure out just what he had in mind. Finally, in January of 1978--seven years after our first courses were offered--Utica College signed a contract to offer a few math courses at the Base. This opens up the second problem of dealing with the military--contracts and procedures. The Base wanted credit-bearing courses and these, at that time, only an accredited institution of higher education could grant. Yet the Air Force system mandated that the Air Force could not contract with an institution, only with an individual. Therefore, to offer credit-bearing courses, we had to hire a faculty member, have the Air Force contract with him, pay him, have him endorse his check over to the college, and then have the college pay him his salary. This procedure, in addition to being incredibly Byzantine, allows the instructor to know, after some very simple arithmetic, just how his salary relates to the rest of the contractual venture. Also, one wonders how the Air Force assumes an individual can grant credit for a course.

Not much happened regarding Griffiss AFB through 1978 and half of 1979, but the Director of Continuing Education kept the Educational Officer of the Base informed of new projects we had in the works. By

July of 1979, a new Educational Officer had taken over who was rather smitten with our new Computer Science programs and who was "looking forward to the renewal of [their] association with Utica College."

In April of 1980, the Computer Science co-ordinator met with the Educational Officer who proposed Utica College's offering several Computer Science courses on Base. Accordingly, the Educational Officer accepted an agreement for two sections to be offered that summer and proposed a third one if he hed more students, as he was sure he would have. The Computer Science courses also met with the approval of the new Base Commander who wanted us to offer the basic Computer Science courses to a backlog of at least 200 students. He predicted we would be at the Base for a long time. His backing, and especially the co-operation of the Educational Officer, prompted the Director of Continuing Education to write to the Educational Officer that "as you know, we had twice previously tried to establish programs on Base but had met with less than the success we had hoped to achieve. Initially, therefore, I had some misgivings about trying for a third time. Thanks largely to your efforts, however, we now appear to be establishing a solid program and in the near future, with your help, we hope to be able to expand that program to encompass the entire scope of the Certificate in Computer Science offerings." This restates my earlier contention that the person in charge, either as Commanding Officer or Educational Officer, can determine the success or failure of an on-Base program.

To offer Computer Science programs on Base, Utica College had to expend over $15,000 for equipment--microcomputers, terminals, etc.

mainly due to another Air Force regulation that the Air Force can cover the cost of tuition, but not equipment necessary for courses. To cover the cost of running and amortizing the equipment, Utica College, with the agreement of the Educational Officer, offered Computer Science courses at a rate higher than that of on-campus Continuing Education courses, but much below the rate of day courses. (Continuing Education courses at Utica College are less than one-third the cost of day courses when paid for at a per-credit rate.) This information was incorporated into a Memo of Understanding. This Memo is a contractual agreement--though it is not called a contract--between the Air Force and the school in question regarding what services the school agrees to perform for the Air Force and what the Air Force will provide in return. It can be a simple, straight-forward document recording sensible agreements logically agreed upon, or, in the hands of some Air Force personnel, it can become a Machiavellian tool to destroy any program an Educational Officer does not like. It is re-negotiated periodically. In April of 1981, the Educational Officer so positive to our program left Griffiss. In his stead returned a previous Educational Officer who was excessively difficult to deal with. Also reassigned was the Commanding Officer who urged his people to take Computer Science courses.

By July of 1981, what had been a financially healthy program on its way to getting bigger and better, became a program attacked by the new Educational Officer with Air Force regulations we had no idea existed. What had been the beginning of a Certificate in Computer Science program was seen by this new officer as a set of Computer Science courses to service the other schools and programs on the Base. This, in

itself, was no problem, but the officer refused to let us offer the additional courses in our Certificate program as an Air Force rule stated courses could not be duplicated between programs. Non-duplication meant five of our courses had to be offered by other schools and accepted as transfer credit. The snag was, our academic regulations only allowed three courses in as transfer credit. This was a minor problem solved by getting our Academic Committee to approve a transfer of five courses. Other objections were that our on-Base rates differed from our on-campus rates and we had no on-Base administrator.

I went on Base for two hours each Wednesday for a term and saw perhaps a total of ten people for the term. The Educational Officer refused to publicize my hours or put my name on the directory board for advisors, and changed my desk three times. He challenged Computer lab fees and we refunded some fees to avoid World War III.

While trying to cut down our program on the one hand, he demanded we institute a Bachelor of Science degree program in Computer Science immediately and a Master of Science program in two years. We were to provide all Computer Science equipment (at a time when our own main frame was overloaded) yet reduce tuition on Base. We were also to install a full-time administrator on campus (we have a three administrator office) since he could guarantee 200 people for a major. (Computer Science courses averaged between fifteen and twenty people each at Griffiss AFB at this time.)

We finally reached the point where the income we made from the Base--admittedly good--was being exceeded by computer costs, administrative costs, and just plain aggrevation. Any publicity we got was

bad; we became the "renegade" school that would not co-operate with the Educational Officer or the other schools on Base.

Finally, we offered the package the Educational Officer wanted at the price he could not accept and our Memo of Understanding was not renewed. In the summer of 1982, we took our computers back home.

My advice to those dealing with the military is--be careful. There is a lot of money to be made contracting for and offering courses on military bases. Make sure the people you have to deal with are congenial and are genuinely interested in what you have to offer. If they are not, you may inadvertantly get in the midst of a power struggle or be sacrificed to enhance someone's career. Make sure you--or someone on your staff--can decipher military regulations regarding on-base courses. It is very easy to have problems if you have not trouble-shot this area beforehand. Be as "water-tight" as you can be with your agreements--they surely will be. Finally, be absolutely sure that what you earn is not lost through excessive administrative or secretarial costs, bad publicity, or just plain aggrevation.

In the Spring of 1982, we were approached by a representative of the Chenango County Committee on Community Education to offer a program in Norwich, N. Y. about 50 miles south of Utica. Norwich is a town about half the size of Utica whose major employer is Norwich-Eaton Pharmaceuticals, a company with a generous policy of financial reimbursement for employees who further their education. The town of Norwich is situated about 40-60 miles away from the nearest colleges.

The Chenango County Committee for Comunity Education consisted of community and business representatives whose goal is to bring educational

opportunities to Norwich. (This group has since incorporated as Chenango Educational Opportunities, Inc.) They were successfully offering an Associate Degree program in Business Administration run by SUNY-Morrisville and had just had SUNY-Binghamton terminate offerings of courses leading to a baccalaureate degree when they contacted us. The Committee's goal was to find a college that could offer a 4-year degree program that would be compatable with the Associate Degree from SUNY-Morrisville and would be willing to undertake an outreach program.

Since Utica College offers a Bachelor's Degree in Business Administration which would tie in nicely with the Morrisville program, we agreed to explore possibilities with the Committee. What we learned about how not to offer a program at Griffiss stood us in good stead here.

Our first decision was to offer one specific program--a B.S. degree in Business Administration. This way we would accomplish two things: First, students could commit themselves to us for a specific degree and know what the end product would be when they committed themselves; Second, people coming into the program would have, for the most part, an Associate's Degree in Business. We would know what courses most students had and offer ours accordingly; students could continue on in a program they had experience in and, presumably, liked.

Our second decision was not to jump in blindly with both feet--despite all the earnest promises of total success we received--as we did at Griffiss. By "easing" ourselves in, we hoped to get a better feel for the market before we irrevocably committed ourselves. Consequently, our agreement was as follows: we would offer two courses during the Spring 1983 term, two during the Fall 1983 term, three dur-

ing the Spring 1984 term and--if the enrollment in all of these sections was satisfactory--we would offer four courses (e.g., be "full-time") by the Fall of 1984. Since we pay a travel allowance to faculty who teach at Norwich, we charge about $5 more per credit to absord the cost.

We are also requiring more enrollments to "make a course run." Our agreement stated that we would need 20 students/ section to run a course. This is to insure that we pay the faculty menber, cover our administrative costs for the program, and cover attrition in the program as a whole. This term we ran our first two courses at Norwich, one with 13 students and one with 15. We agreed to run the courses with less than our original number as a show of good faith an also to allow the program some "impetus" to develop more enrollments.

Having the Committee eliminated some problems we had at Griffiss, but not all, The Committee had arranged for classes to be held in the Norwich High School building--certainly more congenial and well-kept than our facilities at Griffiss AFB. Also, we do not have to absorb janitorial costs (as we did at Griffiss), nor do we have to pay for rental of space, light, heating, etc. Daily administrative tasks are handled by the Project Director of the Committee, who consults with me by telephone. Text books are sold by a local bookstore, and copying is co-ordinated by the Project Director, done on a Norwich Board of Education copy machine, and billed to Utica College. Registration is still a bit of a problem. All students currently in courses registered by mail since we were running in-person Registration at Utica College when the Committee scheduled registration in Norwich. This was not well-received by the education co-ordinator at Norwich-Eaton who felt we

should be there in person. We are examining the logistics of an in-person registration in Norwich next Fall.

The other major problem I see for this program is attracting faculty. I have a very limited pool of adjunct faculty capable of teaching upper-level business, economics, and finance courses for Utica. Many I have are unwilling to travel 100 miles in the winter to teach a course. As we offer more courses, this problem will multiply. Otherwise, this program is currently much more "painless" than the Griffiss programs have been and promises to be more successful.

Another type of outreach program involves "in-plant" courses offered on the job site during working hours. The easiest in-plant courses to run are single, specific courses that are contracted to an employer. Generally, an existing credit course (or a slight modification of an existing one) is requested by a specific employer for a given group of workers. We contract to charge a specific amount for the course and set an upper limit for class size. Our cost takes into account what we must pay for the instructor, textbooks or other materials if any, and transportation and administration costs. These are the easiest amd most successful types of courses to run. The employer usually knows what he wants and we can decide immediately whether or not we can deliver it. Costs are easily set, and once the contract is signed, the recruiting of students becomes the employer's responsibility. We have successfully offered in-plant courses in technical writing and PASCAL programming, which are easy since they are existing courses in our catalog. We have also been approached for stress-management courses and other non-academic courses. These courses are only difficult if we cannot easily find an instructor.

Recently we have tried to market what we refer to as "canned" seminars. These are seminars on various business topics that are given for one or two days by some specialist in the field. We buy the seminar from a seminar broker and market it to businesses in the area as either a private, in-plant operation; a semi-public operation--in which two companies agree to bear the cost of the seminar; or a public one in which individual seats are sold to whomever is interested. Prices charged are scaled to the type of seminar being presented. For example, we can charge a single company less because they will guarantee an audience and we will have minimal expenses. Similarly, if two companies agree to split a seminar, we also have a guaranteed audience and our overhead is only minimally higher. Once the seminar is public and we have to advertize it, the cost to us increases, therefore, the cost to participants also increases.

Another easy way to obtain income and increase college publicity is through affiliation. Some affiliations can simply mean adding your name to something, other imply being involved in the service offered. An example of the first is our involvement with the American Institute of Paralegal Studies. This is an organization that offers courses for a year that lead to Certification as a paralegal. Our Involvement included renting rooms at a set fee and having our name on the Institute's bulletin as a participating institution. The only real problem with this arrangement was that the Institute's term differed from ours, so that renting rooms to them cheated us, by a month, out of classrooms for summer courses.

Our affiliations with the American Management Association and the Small Business Management Society involved more participation on

our part. For both we used the name of the organization and obtained their mailing lists to market set courses that we staffed. The SBMS program involved three classes on various aspects of starting and running a small business. The mailing lists we received from this organization did not really help us to obtain sufficient enrollment to run the courses. Thus far, virtually all attempts to run SBMS programs have resulted in failure.

In contrast, our involvement over the last several years with the AMA has been quite successful. AMA provides a helpful mailing list, textbooks, and instructor's manuals with tests and project suggestions. We decide on what courses to offer, hire faculty, and use AMA text material. Each course runs for six, two-hour sessions and we offer about four per term. Virtually all run. At the completion of any six courses (we offer a total of twelve in roughly regular rotation), the student receives a Certificate in Management from the AMA. Each student also receives 1.8 CEUs for completing each course. Students are often sponsored by their employers for these courses.

In the Fall of 1983 we began another affiliation. We became one of many schools offering EBT--Employee Benefit Training--courses for the Civil Service Employees Association (CSEA). Sixteen students took regularly scheduled courses at the college and had their tuition covered by CSEA. Theoretically, this program can be beneficial, especially if you have courses that do not run because of borderline enrollment. Offering spaces to CSEA students in these courses can move enrollments up to a "runnable" level. But this is a difficult program to run.

First, course offerings must be decided about 9 months in advance, which means, of course, locking in a section, time, day, and faculty member. Second, paperwork is endless. Third, contracts are tricky; for example, CSEA's attendence criteria for dropping a course and still qualifying for a refund differs from Utica College's criteria. Therefore, it is easy to lose money, given the two different criteria.

CSEA recently abandoned the EBT program and instituted a similar one called Labor Education Action Program (LEAP). Courses in this program will begin in the Fall of 1983. At this time, CSEA has authorized two of our proposed three courses.

Another affiliation we have participated in involves the Internal Revenue Service and our local newspaper, the Observer-Dispatch. For many years the New York State division of IRS has offered a free seminar in various areas of the state to acquaint taxpayers with annual changes in the tax laws. Utica College has provided the facility for the meeting and the Observer-Dispatch has provided free publicity. The seminar usually fills our 300-seat auditorium. The only cost to us is answering the telephone and taking down the names of those who call to reserve a place. --definitely worth the cost, given the large amount of positive publicity the seminar generates.

In the past, the IRS also provided a free seminar for professional tax preparers. They usually sent two or three of their tax experts down from Buffalo, N. Y. to discuss changes in the tax law during this full-day seminar. We usually charged $17 per day to cover lunch, coffee breaks, auditorium rental, etc. The IRS publicized the seminar in the brochure they sent to tax preparers. This year the IRS decided

to charge for the services and travel of their people, so we raised the cost of the seminar to $30 to cover this. IRS also held another seminar at Utica College, this one a free one for restaurant owners to explain the new tip law. They publicized this one and we benefited from the publicity without incurring any cost.

The last type of affiliation we have been involved in is that with the American Society of Clinical Pathologists for a series of teleconferences. These are lectures transmitted to your facility via telephone lines and amplified by a speaker system which allows all the participants in one room to hear, and respond to, what is, essentially, a telephone call. Thus, the major lecturer is in one place speaking to many locations all over the country via telephone. The teleconferencing procedure itself contains the positive and negative features of this type of affiliation.

Costs involved the following: a registration fee, to be paid to ASCP to allow one to call in to the teleconferencing center; a moderator's fee--someone in the field hired to run the seminar at your location, show the slides, and field and tunnel questions to the teleconferencing center; publicity and mailing costs; the rental or purchase of the speaker device for the telephone; the cost of a two-hour or more long distance call to the conference center--in this case Denver, Colorado. Not counting the speaker device--we had one on campus--or the cost of the telephone call, our fixed expenses were over $1000: a fairly large outlay of capital before the conference even begins. Our enrollment for this conference was moderate and our very moderate fees did not generate enough profit. In Utica,

too many local hospitals give their own continuing education free, so staff are unwilling to go outside the hospital and pay for continuing education.

In summary, there are quite a large number of outreach and affiliation possibilities to be instituted in any school. Some will, obviously, work better than others. I would suggest some general guidelines relating to all institutions: One, it is best to contract for a specific price for the offering so that fixed and variable costs will definitely be covered. Be very clear as to numbers of participants you require so you are not put in the position of having to run a program at below cost to save face. Be very clear early on as to what your financial requirements are--cost, cost plus 20%, etc.--and stick to them. Two, it is helpful to have your courses lead to a specific goal--a degree, certificate, etc. People like to know the end product their money will buy in addition to the interim one. Three--especially true for small organizations--keep administrative costs as low as possible. Do not promise what cannot be delivered. Get the other company or organization involved in feasibility studies, etc.; it is to their advantage as well. Hours, days, and months spent planning are costly--especially if nothing materializes. Four, be very aware of how much "red tape"--especially prevalent in dealing with federal and/or state governmental agencies--eats up time. Profits should not be counted until all administrative costs are worked in. Bearing in mind these four factors should help put the concept of a given outreach program into proper perspective. Outreach programs should help a Continuing Education division--and with some careful planning, they can.